LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

JI Watson Elementary

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LOUISIANA'S LITERACY PILLARS



Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision	All students will become confident, proficient readers, writers, speakers, and thinkers. We will achieve this through: • Equitable access to high-quality literacy instruction • Targeted support for individual needs • Engaging learning experiences • Partnerships with all stakeholders
Literacy Mission Statement	Our school is committed to implementing evidence-based literacy practices grounded in the Science of Reading, developing lifelong readers and learners prepared for future success. We achieve this by: • Providing high-quality Tier I instruction for all students • Offering targeted interventions when needed • Creating opportunities for extension and enrichment • Engaging in ongoing professional learning • Using data-based decision making • Building meaningful family engagement

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused leading and lagging goals, including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	• By the end of the 2026-2027 school year, 62% of K-3rd graders will score at or above Benchmark on the EOY Dibels Assessment. • We will increase the percentage of students reading on or above grade level in grades 3-5 from 47.1% to 50.42% as measured by curriculum-based assessments and LEAP assessment. **Leading Indicators** • Percentage of students meeting benchmark on literacy screener • Percentage of students making progress toward Individual Reading Improvement Plan goals • Student attendance in intervention and extension groups • Percentage of students proficient on curriculum-based assessments **Lagging Indicators** • End-of-year literacy screener results • LEAP ELA performance • Percentage of students reading on grade level
Goal 2 (Teacher-Focused)	By May 2027, 100% of literacy teachers will participate in ongoing professional learning focused on : • high-quality instructional materials implementation • literacy instructional practices • assessment analysis

Section 1B: Literacy Goals	
	• intervention delivery • Science of Reading-aligned instruction **Measurement** • Professional learning attendance records • Walkthrough data • Observation feedback cycles • Teacher collaboration artifacts • HQIM implementation rubrics • Monitoring student progress on HQIM assessments
Goal 3 (Program-Focused)	90% of weekly ILT and TC meetings will utilize curriculum-based assessments from HQIM to evaluate the effectiveness of Tier I core instruction. 100% of literacy teachers will receive continued coaching and feedback around tier I instruction and small group support. **Measurement** • ILT/TC Agendas • Bullseye observation feedback cycles • Bullseye classroom walkthroughs • Intervention progress-monitoring reports

Section 2: Explicit Instruction, Intervention and Extension

Louisiana's Tiered Pathways for Literacy Support (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?

Section 2: Explicit Instruction, Intervention and Extension	
	a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	**Grades K-1** 120-minute literacy block • 75 minutes foundational skills instruction • 45 minutes knowledge-building and comprehension instruction **Grades 2** 120-minute literacy block • 60 minutes foundational skills instruction • 60 minutes knowledge-building and comprehension instruction **Grades 3-5** 90–120-minute literacy block • Whole-group HQIM instruction • Small-group reading and writing support • Intervention and extension opportunities based on data Instruction is driven by HQIM, formative assessment, student work analysis, and literacy screener results.
English Language Arts textbooks and instructional materials used	• Louisiana Guidebooks • CKLA Skills (Core Knowledge Language Arts) • District approved HQIM • DIBELS 8 State Literacy Screener

<table>
<tr><th colspan="2">Section 2: Explicit Instruction, Intervention and Extension</th></tr>
<tr><td></td><td>Supplemental intervention resources aligned to core instruction and Science of Reading expectations
All materials are aligned to state standards and free of three-cueing practices.</td></tr>
<tr><td>Tier II</td><td>Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?
Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? To support the established program focused goal, we will
Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data?
Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?
Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?</td></tr>
<tr><td>Tier II plan, including the amount of time</td><td>Students identified through screening and progress monitoring receive:
Minimum 20 minutes daily
3-5 days per week
Small-group intervention
Explicit instruction focused on identified skill deficits
Progress monitoring every two weeks or more frequently as needed
Students continue to receive full Tier I instruction without being removed from core literacy instruction.</td></tr>
<tr><td>List of available interventions and their descriptions</td><td><table><tr><th>Intervention</th><th>Description</th></tr><tr><td>Foundational Skills Intervention</td><td>Explicit phonemic awareness and phonics instruction</td></tr><tr><td>Fluency Intervention</td><td>Repeated reading and fluency practice</td></tr><tr><td>Vocabulary Support</td><td>Targeted academic vocabulary development</td></tr><tr><td>Comprehension Intervention</td><td>Guided reading and comprehension strategy instruction</td></tr><tr><td>Literacy Tutoring</td><td>Additional literacy support aligned to classroom instruction</td></tr></table></td></tr>
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<tr><th colspan="2">Section 2: Explicit Instruction, Intervention and Extension</th></tr>
<tr><td>Tier III</td><td>1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum?
2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention?
3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data?
4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention?
5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?</td></tr>
<tr><td>Tier III plan, including the amount of time</td><td>Students with significant literacy needs receive:

• Minimum 30 minutes daily
• Individualized or very small-group instruction
• Weekly progress monitoring
• Alignment with Individual Academic Support Plans

Services are adjusted based on ongoing student data review.</td></tr>
<tr><td>List of available interventions and their descriptions</td><td>
<table>
<tr><th>Intervention</th><th>Description</th></tr>
<tr><td>Intensive Reading Intervention</td><td>Individualized instruction addressing significant reading gaps</td></tr>
<tr><td>Dyslexia-Focused Support</td><td>Structured literacy intervention aligned to identified needs</td></tr>
<tr><td>Intensive Fluency and Decoding Support</td><td>Daily systematic practice</td></tr>
<tr><td>Specialized Literacy Tutoring</td><td>Additional targeted support beyond Tier II Services (SPIRE 3-5)</td></tr>
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Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August - September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
1	August-September	Administer beginning-of-year screeners and create intervention groups	Principal, Literacy Team	DIBELS, HQIM Assessments	Screener results, intervention rosters
1	September - May	Monitor progress and adjust intervention groups conduct monthly literacy-focused teacher collaboration cycles	Admin, Counselor, Literacy Team, Teachers	Progress monitoring tools	Growth reports, progress monitoring data
2	August-May	Conduct literacy-focused teacher collaboration cycles, through the lens of unit study protocol and lesson preparation protocol.	Principal, Literacy Team	HQIM, Unit Preparation Protocols	Teacher artifacts, walkthrough data
2	August-May	Implement coaching and feedback cycles, through the lens of unit study protocol and lesson preparation protocol.	Principal, Literacy Team	Observation tools	Bullseye coaching logs, observation data
3	Monthly	Conduct literacy team meetings, analyze data, Identify student needs and review implementation	Admin, Counselor, Educational Diagnostician School Literacy Team, Teachers	Literacy Plan	Intervention grouping plans, action plans

Action Plan					
3	Throughout Year	Host family literacy events: • PreK Parent Classes • ATP Meetings • Dot Day • Lunch & Literacy – monthly • Grandparents Day • Veterans Day • Christmas Literacy Family Night • Read Across America Challenge	School Leadership Team	Family Literacy Resources	Attendance, feedback, survey data

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the Louisiana Professional Learning Partners?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the efficacy indicators?

Potential Professional Learning Planning

Month/Date *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Unit Study Protocol	By September 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the unit study protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work & assessment analysis
Lesson Preparation Protocol	By December 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the lesson preparation protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work and assessment analysis
Writing Instruction	By March 2027, the ILT will build its instructional leadership capacity to define, model, and monitor writing embedded in ELA HQIM, resulting in improved delivery of writing instruction as measured by student work analysis.	Writing assessments

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:
    a. include families in focus groups and other discussions with teachers, students, and leaders around:
        i. school literacy priorities and programs aligned to the school's mission?
        ii. family access to interpret literacy data (screener and LEAP) and resources available?
    b. using communication and methods that accommodate all families?
    c. providing ongoing support and communication to families regarding the progress of their child's IASP?
    d. providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
2. How can community partners:
    a. engage families and strengthen the connections between school and community?
    b. invest in sustained literacy efforts in the school and community that extend beyond the school day?
    c. expand access to literacy resources?
3. What resources and tools are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 11th 3:30 – 5:30	Meet & Greet – Family Literacy	Multiple languages	Iowa Senior Center
September 3rd October 29th January 28th February 25th April 8th (7:30 a.m. – 8:00 a.m.)	ATP – Literacy Component	Reaching Challenge – collect bracelet from local community supporters/businesses	Iowa Senior Center Iowa Public Library Various Business in Community
September 15th	Dot Day	Multiple languages – family challenge packet	Iowa High School Club
September 27th	Grandparents Day	Resources/Activities	Iowa Senior Center
September 4th (5th Grade) October 2nd (2nd Grade) November 6th (4th Grade) March 5th (3rd Grade) April 9th (1st Grade) May 7th (Kindergarten)	Lunch & Literacy (one grade-level per month)	Multiple languages	Iowa Senior Center Iowa High School Clubs

Section 4: Family Engagement Around Literacy			
November 10th	Veteran's Day	Resource packets	Iowa Senior Center Iowa High School Band/Clubs
December 10th 5:00-6:00	Christmas Literacy Parent Night	Christmas resource activities	Iowa Senior Center Literacy Volunteers
March 1st – 5th	Read Across America – Family Reaching Challenge	Read Across America challenge packet	Iowa High School Clubs
May	Summer Reading Kickoff	Summer resource packets	Public Library

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

1. Identify which district or school initiatives most directly support literacy goals, including:
    a. School improvement plan
    b. Early childhood programs
    c. Cross-curricular initiatives
    d. Community programs
    e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment		
Other Programs/Initiatives	**Connection to Literacy**	**Monitoring Plan/ Evidence of Success**
School Improvement Plan	Literacy goals embedded in academic priorities	Quarterly goal reviews
Early Childhood Program	Supports readiness and early literacy development	Screener and readiness data
Positive Behavior Supports	Improved engagement and attendance	Attendance and behavior data

Section 5: Alignment to Other Initiatives		
Louisiana Day	Supports literacy engagement &	Attendance and literacy participation in various literacy activities
Black History Month	Literacy focus reads, writing challenges	Attendance and survey data
STEM Night	Literacy embedded activities	Attendance and survey data
Summer Learning Program	Reduces literacy skill loss and accelerates growth	Summer attendance and literacy growth

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan		
Stakeholder Group	**Plan for Communicating**	**Timeline**
Teachers	Faculty meetings, TCs, email updates, collaboration cycles	Monthly
School Literacy Team	Literacy meetings and implementation reviews	Monthly
Families	Meet & Greet, conferences, newsletters, website updates, social media	Monthly and Quarterly

Section 6: Communicating the Plan		
School Board/Community	School reports, presentations, public updates	Quarterly, posted on school website
Students	Goal-setting conferences and progress monitoring discussions	Each grading period